انگلیسی

جمهوری اسلامی ایران
وزارت آموزش و پرورش

۲۲۳

سال دوم دبیرستان

بسم الله الرحمن الرحیم

In the Name of Allah, the Beneficent, the Merciful.

مقدمه

«ما انقلاب خود را به‌تمام جهان صادر می‌کنیم»
امام خمینی

از آنجاکه صدور انقلاب اسلامی تنها با صدور فرهنگ اسلامی میسر می‌شود ما موظفیم مردم جهان را با اندیشه‌های اسلامی آشنا کنیم و این مقصود جز از طریق ارتباط و گفت وشنود با مستضعفین و مردم کشورهای مختلف جهان تأمین نخواهد شد. قدرتهای استکباری درگذشته و حال، با تسلط بر نقاط مختلف جهان، زبان خود را نیز در بسیاری از مناطق رواج داده و آن را یا جانشین زبانهای بومی کرده‌اند یا بصورت زبان دوم مردم در آورده‌اند. زبان انگلیسی درحال حاضر در جهان چنین موقعیتی دارد و ما برای گفت و شنود با بسیاری از مردم جهان نیازمند به دانستن این زبان هستیم.

دشمنان انقلاب‌اسلامی می‌کوشند تا با تبلیغات دروغین خود چهرهٔ زیبای الهی این انقلاب را در نظر مردم جهان زشت جلوه دهند و این وظیفه ماست که با برقراری ارتباط هرچه بیشتر، حقایق اسلامی را برای مردمی که تشنه حقیقت‌اند بازگو کنیم. زبان انگلیسی یکی از ابزارهای لازم برای برقراری این ارتباط است.

علاوه براین، ما مصممیم که خود را از وابستگی‌های علمی و صنعتی و اقتصادی نجات دهیم و به‌خودکفائی برسیم و به‌همین دلیل باید بتوانیم از کتابهای علمی موجود جهان استفاده کنیم. بیشتر این کتابها به زبان انگلیسی نگاشته شده و آشنائی ما با این زبان، وسیله‌ای است که ما را در راه رسیدن به خودکفائی کمک خواهد کرد.

شرکت چاپ و نشر ایران
تهران ـ کیلومتر ۱۵ جاده مخصوص کرج
خیابان داروپخش ـ تلفن: ۴ ـ ۹۴۲۱۱۵۱

۱۱۱۰۵ -

انگلیسی

سال دوم دبیرستان

صفحه‌آرا ◄ منصور رضائی

طرح جلد از ◄ محمد علی کشاورز

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REVIEW PRACTICE

To the teacher

Have your students do these exercises, before you begin lesson one.

Read the following story and then do the exercise.

SOME GOOD LUCK



I was very lucky this morning. I was on my way to school, and I was walking along with my eyes on the pavement. I was playing a game. I was trying not to put my feet on the lines between the stones. If I step on a line or if I bump into a person I have to walk back ten steps. This morning I was looking down at the ground when I bumped into a lamp-post and dropped my bag.

"I'm very sorry," I said to the lamp-post because I thought it was a person.

My books were all over the pavement and I began to pick them up. Suddenly I saw a red purse. It was lying in the channel between the pavement and the road. It had a lot of money in it, so I decided to take it to the police-station. At the police-station, I gave the purse to the policeman behind the desk.

"Well!" he exclaimed. "A purse with £ 15 in it! People are very careless nowadays."

Then he looked in a big book. "Ah!" he said after a few minutes. "This must be Mrs Jones' purse. She reported the loss to us yesterday. And you're a lucky boy! She offered a reward of 50 pence to the finder."

MULTIPLE CHOICE QUESTIONS

Only one answer is right in each question. Choose (a), (b), (c) or (d).

1. When John bumped into the lamp-post:
   (a) he had to walk back ten steps.
   (b) he looked down at the ground.
   (c) he thought that it was a person.
   (d) he fell down on the pavement.
2. When John got to the police-station:
   (a) he found a lot of money in the purse.
   (b) the policeman told him that he was very careless.
   (c) he went behind the desk and gave the policeman the purse.
   (d) he learnt that the purse belonged to Mrs Jones.
3. I had ..... good luck this morning.
   (a) much (b) a very (c) the very (d) some very
4. I was ..... put my feet on the lines between the stones.
   (a) not trying (b) trying not to (c) trying to not (d) trying not
5. This morning I bumped into a lamp-post. I ..... see it because I was looking down at the ground.
   (a) didn't (b) couldn't (c) haven't (d) wasn't able to
6. "..... in this purse!"
   (a) £15 are (b) It has £15 (c) There is £15 (d) They are £15
7. People are very careless nowadays. They ..... to be more careful.
   (a) had (b) ought (c) must (d) may
8. If I put my ..... on a line or if ______
   (a) foot (b) step (c) shoe (d) leg
9. I ..... the lamp-post because I thought it was a person.
   (a) was sorry for (b) excused (c) apologized to (d) made excuses to
10. It was ....., in the channel.
   (a) standing (b) staying (c) falling (d) resting
11. People are very careless .....
   (a) these days (b) daily (c) now (d) this time
12. She offered a ..... of 50 pence to the finder.
   (a) prize (b) reward (c) present (d) receipt

A. *Write the correct form of the verbs.*

1. ..... you ..... the doctor to see your brother every day? (to call)
2. Why .... that child .... ? (to cry) I think he is hungry.

3. An honest person always ..... the truth. (to tell)
4. He ..... across the room and ..... down on the chair. (to walk, to sit)
5. When we left home early this morning the sun ..... (to shine)
6. It ..... this morning. (to rain)
7. No one ..... from him for the past six months. (to hear)
8. He ..... eating since I arrived. (not to finish)
9. When I ..... a boy we ..... on a farm. (to be, to live)
10. We heard the teacher ..... the instruction. (to give)
11. After ..... for three hours we stopped to let the others ..... with us. (to walk, to catch up)
12. Please go on ....., I don't mind waiting. (to write)
13. If he ..... hard today, can he have a holiday tomorrow? (to study)
14. You'll be able ..... it yourself when you are older. (to do)
15. ..... you ..... what that man is saying? (to understand)

B. *Complete the answers to the following questions. Give long responses.*

1. Has he finished the test already?	Yes, ...
2. Have you ever been to Sirjan?	No, ...
3. Can you answer this question?	Yes, ...
4. Don't you ever watch television?	No, ...
5. Have you heard from him this week?	No, ...

C. *Give a complete answer to each question below.*

1. Which bus goes to the railroad station?
2. Where does your friend live?
3. How far is it to your house?
4. Who is going with you to the football game?
5. Whose book is this?

D. *Complete the dialogue, using A FEW or A LITTLE.*

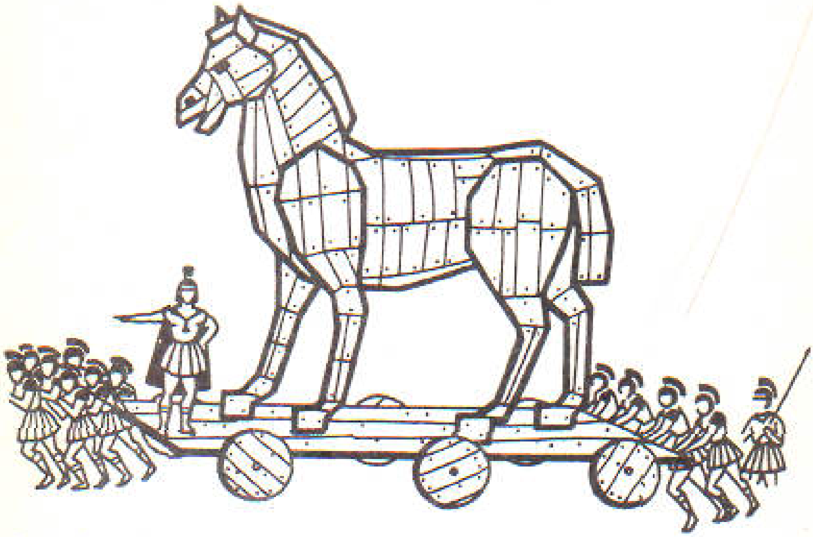
Leila: What are you doing, Mum?
Mother: I've invited ..... friends to tea, so I'm making...... cakes.
Leila: What do you put in them?
Mother: Well, flour, of course, and then I mix it with ..... butter and ..... sugar, and I add ..... raisins. Then I pour ..... lemon juice on top. Grandmother always adds ..... cherries instead of the raisins, but I prefer raisins.

THE WOODEN HORSE

One of the most famous stories in world history is the story of the **wooden** horse.

The story begins when a large Greek **army** tries to **capture** the city of Troy. This city was in **Western** Asia, in the country which is now called Turkey. The Greeks had **surrounded** the city on every side so that no one could **get out**. Strong walls protected the Trojans, and kept them safe from the Greeks. The walls helped them to **defend** the city for ten years.

The Greeks tried and tried to make an **opening** in the wall so that they could capture Troy. But they **failed** every time. At



last they decided to try a trick. They built a very big wooden horse. They made the horse **hollow** inside so that some of their **bravest soldiers** could hide in it. Then one night they **pulled** the wooden horse near the city and **went away.**

When the **guards** looked out from the walls early the next morning, they saw only the wooden horse. All the Greeks had disappeared. The Trojans thought that the Greeks had **got tired of** fighting and had gone back to their own country. They were very happy and decided to pull the horse inside the city. Then they **celebrated** the **victory**.

Late that night when most of the Trojans were **asleep,** the Greek soldiers came out of the horse. They quickly opened the gate of the city. The Greeks had returned and were waiting outside. Now they entered the city and captured it very easily.

I. COMPREHENSION

■ **I.A.** *Complete each sentence with the following parts:*

1. The Greeks surrounded the city of Troy because ....
   - ☐ a. they wished to defend it.
   - ☐ b. the Trojans were brave.
   - ☐ c. they wished to capture it.
2. The Greeks thought they could capture Troy if ....
   - ☐ a. the Trojans came out.
   - ☐ b. they could make an opening in the wall.
   - ☐ c. other countries would help them.
3. The Trojans pulled the horse inside the city when ....
   - ☐ a. they found that the Greek army had gone.
   - ☐ b. night came.
   - ☐ c. they celebrated the victory.

II. GRAMMAR AND PRACTICE

■ **II.A.** *Read the following examples:*

Compare these sentences:

That flower is *so* lovely.	That's *such* a lovely flower.
Those flowers are *so* lovely.	Those are *such* lovely flowers.
That food is *so* lovely.	That's *such* lovely food.

NOTE:
We use **such (a)** with an adjective and a noun; we need **a** or **an** with a singular count noun.
We use **so** with an adjective alone, and we also use **so** with **much** or **many.**

There were so many flies.
There was so much food.

Look at these sentences:

They were such lovely flowers (that) I took a photo of them.
There were so many students (that) I couldn't find him.

NOTE:

We can continue the sentences with **so** and **such** to show what happens as a result.

Exercise II.A. *Put so, such, such a or such an in the following:*

1. She's ..... clever girl.
2. They're ..... clever girls.
3. She's ..... clever.
4. Ali 's got ..... many shirts.
5. Their children are ..... helpful.
6. They are ..... helpful children.
7. There's ..... much dirt on the windows.
8. It was ..... interesting book.

Add each of these results to one of the sentences 1-8.

a. (that) they pass all their exams easily.
b. (that) you can't see through them.
c. (that) I read it in one day.
d. (that) he doesn't know which to wear.

Exercise II.B. *Study the examples below and then change the sentences from one construction to the other.*

He was so surprised that he couldn't reply.
He was too surprised to reply.

1. I was so busy that I couldn't answer the phone.
2. He was so fat that he couldn't get through the door.
3. She was so worried about it that she couldn't continue her work.
4. He was so angry that he couldn't wait any longer.
5. It is so expensive that I can't buy it.
6. She was too ill to eat anything.
7. He was too tired to go on.
8. I was too angry to speak.

9. They were too sleepy to keep their eyes open.
10. Midas was too excited to think wisely.

II.C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

a guard - hollow - defended - gates - got tired of - an opening - victory - asleep - celebrate - surrounded

1. How long were they able to protect their city?
   They .... it for several years.
2. What will the soldiers do when the fighting stops?
   They'll .... their victory.
3. What happened when they made .... in the wall?
   The guards closed it very quickly.
4. What was his job in the army?
   He was ....
5. What kind of wooden horse did the Greeks make?
   They made one that was .... inside.
6. What did the Trojan soldiers celebrate?
   They celebrated their ....
7. What did the Trojans think had happened?
   They thought the Greeks had .... fighting.
8. What did the soldiers do?
   They opened the ....
9. What were the Trojan soldiers doing when the Greeks came out of the horse?
   Nothing. They were ....
10. What had the Greek soldiers done to the city of Troy?
   They had .... it.

II.D. *Complete the following sentences with correct question tags:*

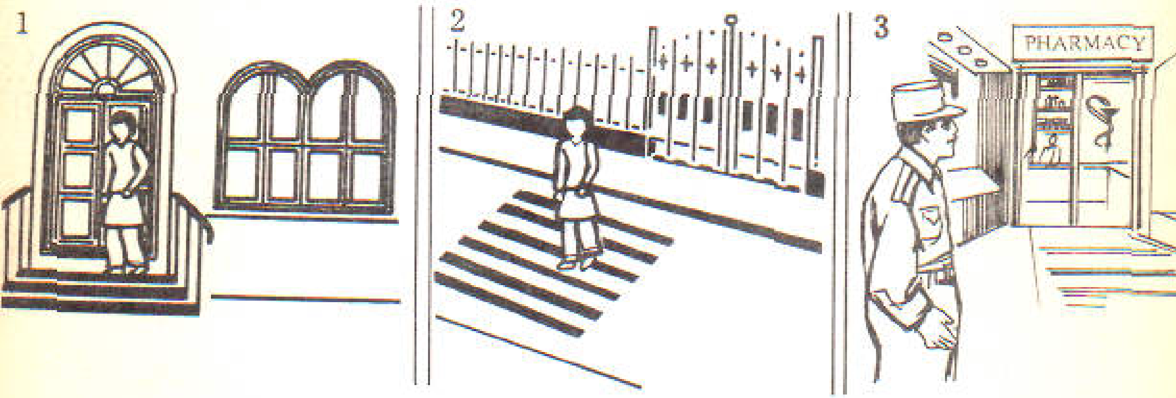
Example: The Trojans defended their city, ... ?
The Trojans defended their city, didn't they?
The Trojans didn't defend their city, ...?
The Trojans didn't defend their city, did they?

1. This answer isn't correct, ...?
2. There is no class today, ...?
3. He never works seven days a week, ...?
4. The young guards were asleep, ...?
5. They will get tired of long winter, ...?

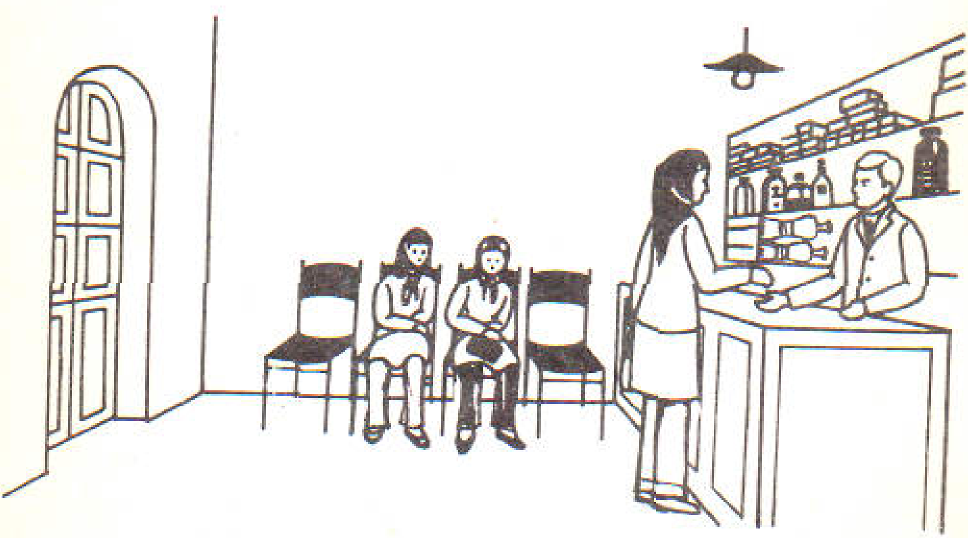
FROM HOME TO PHARMACY

Mrs. Brown needed some medicine for her son, but she didn't have any.

She had to go to the **pharmacy** in order to get the medicine. She went out of her house and down the **stairs**. She walked through the **park** near her house. Then she went **across** the street, up some steps and into the pharmacy. A policeman was waiting **beside** the steps outside the pharmacy.



Now she is ***inside*** *the pharmacy.* *Mrs. Brown is standing* **in front of** the clerk. He is **behind** the **counter** and behind him are

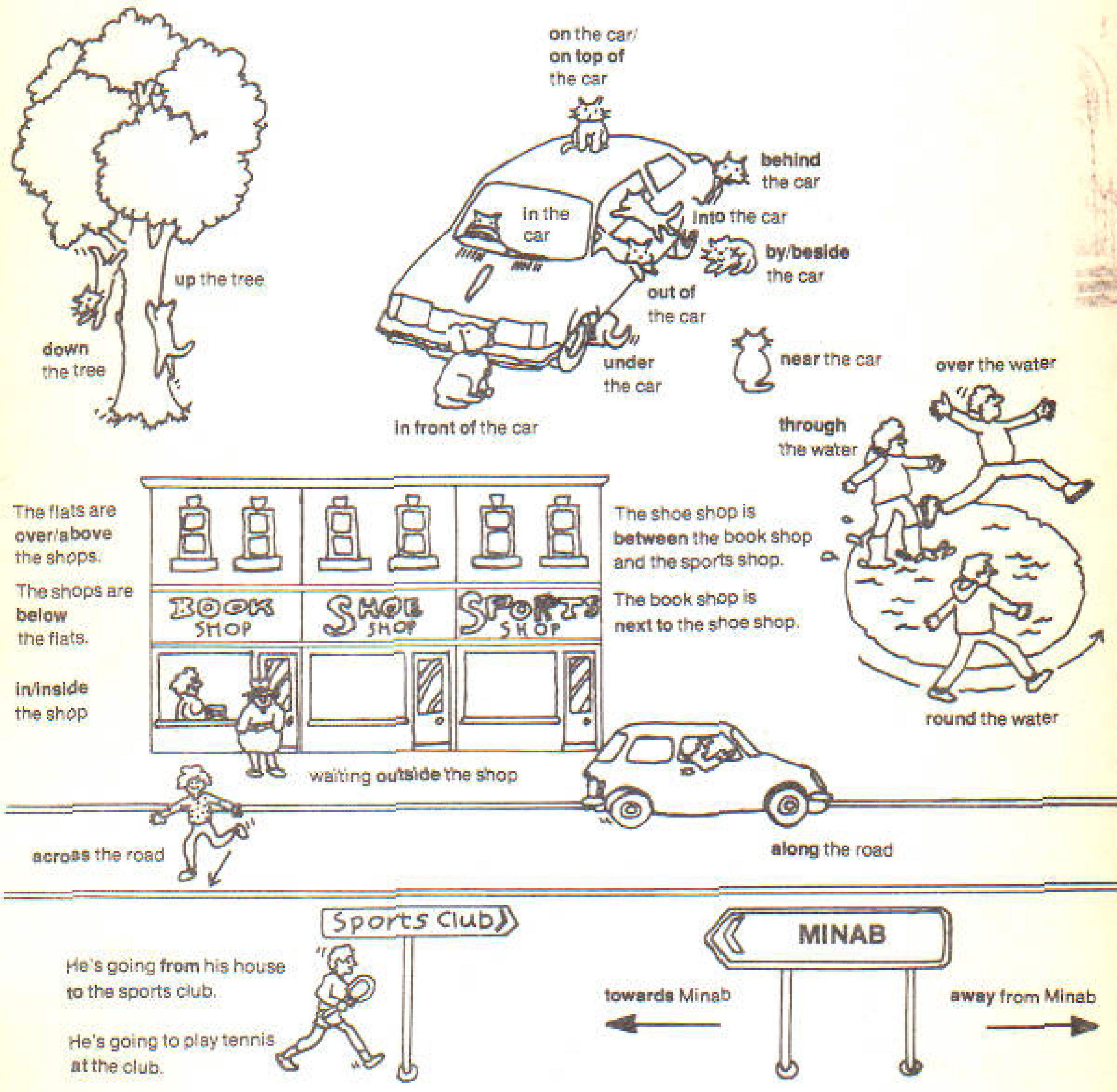


shelves of medicine. On the **middle** shelf is a row of bottles. Small and large boxes of **pills** are above the bottles. Some **ointments** are **below** the bottles.

There is a light **over** the counter. Mrs. Brown is standing at the counter and almost under the light. There are four chairs between the counter and the door. Two **customers** are sitting on the chairs. One empty chair is near the counter and the other empty one is **far from** it.

After buying her medicine, Mrs. Brown will return home and give it to her son.

Prepositions of place and movement



GRAMMAR AND PRACTICE:
Basic Uses of Prepositions

A preposition shows a relationship between its object and other words in a sentence.

Some of the relationships that prepositions express are place, or position, direction, time, manner, and agent.

> The book is *on* the desk. (place or position)
> The boy ran *toward* the house. (direction)
> The man arrived *at* ten o'clock. (time)
> He travels *by* train. (manner)
> The book was written *by* him. (agent)

The following sentences show some of the relationships of ***place*** or ***position*** expressed by various prepositions:

	on	
	in	
The paper is	*by*	the desk.
	beside	
	near	
	under	

	behind	
	in back of	
He is sitting	*in front of*	his friend.
	beside	
	near	
	by	

	in	
	inside	
	outside	
Jack is	*in front of*	the car.
	in back of	
	behind	
	on top of	

	across the park.
	around the park.
	under the bridge.
They walked	*down* the street.
	up the street.
	over the hill.
	through the park.
	on the sidewalk.

The following sentence shows some of the relationships of direction.

	into	
The dog ran	*out of*	the building.
	toward	

Exercise A. *Draw a circle around the correct preposition in parentheses in the exercises below:*

1. Do you live (*at, on*) Hafez Street (*in, on*) Sirjan?
2. I hung the picture (*above, in*) the blackboard.
3. She walked (*in, into*) the kitchen and put her packages (*on, over*) the table.
4. Is Jane (*at, in*) home? No, she is (*on, at*) the library.
5. Maryam is sitting (*in, on*) the sofa (*at, in*) the living room.
6. Sirjan is (*in, between*) Kerman and Bandar Abbas.
7. I took a walk (*around, across*) the station while I was waiting for my train.
8. Airplanes flew (*over, on top of*) our house.
9. The artist spends many hours (*in, on*) his studio (*on, at*) 30 Saadi Street.
10. He found a note (*in, on*) his office door which said: "Meet me (*at, in*) the corner of Bahar and Shiraz Streets."
11. Don't forget to put your address (*in, on*) the envelope.
12. Mr Smith, who is (*from, of*) England, is staying (*at, to*) his sister's house.
13. They walked (*toward, across*) the post office.
14. Ali put the books (*on top of, above*) the table.
15. He arrived (*in, at*) Tabriz last week.
16. You are ahead of me. Your name is (*above, at the top of*) the list.
17. The teacher sat (*at, behind*) the desk (*in back of, in front of*) the class.
18. He ran (*in, across*) the street and (*into, near*) his house.
19. I took a walk (*through, behind*) the park yesterday.
20. The lamp is hanging (*over, out of*) the desk and the cat is sleeping (*below, under*) it.

■ **B.** *Complete the following sentences with a suitable preposition (Some of the sentences may have more than one answer.)*

1. If you run ..... the street, you may have an accident.
2. Look! The boy is running ..... the street.
3. Come ..... my room and sit ..... my desk.
4. The palace is ..... of the hill behind the town.
5. My younger brother is still ..... school.
6. How far is it ..... here ..... the station?
7. A bridge goes ..... a river, and the river ..... the bridge.
8. I went ..... the kitchen to get a glass of water.
9. The dog led the blind man ..... the park.

10. I met my English teacher when I was ..... the bank.
11. Many people work ..... Tehran and go ..... the country for the weekend.
12. The canary flew ..... the window.
13. Get ..... the car.
14. Swim ..... the river.
15. We come ..... Abadan.
16. Wait ..... my office, please.
17. He couldn't see me because he was sitting ..... me.
18. Where is she? She is standing ..... my mother.
19. Children must play ..... the sidewalk.
20. The runners are running ..... the playground.

■ C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

counter - ointment - shelf - pills - below - in front of - customer - behind far from - out of

1. Which one of these hats do you prefer?
   I'd like the one on the top.......... .
2. What is good for a cut finger?
   You ought to put some of this .... on it.
3. Amir, the lights are on the ceiling, are we under those lights or below them?
   That's a difficult question. Oh, I see! We're ...., them.
4. Where is our teacher?
   She's .... her desk.
5. Which customer wanted this medicine?
   The one who is standing .... the door.
6. What does a .... buy from shops?
   He buys what he needs.
7. What did she do when the shopkeeper gave her the medicine?
   She took some money .... her bag and gave it to him.
8. Where does a shopkeeper usually stand?
   He stands at the .... in a shop.
9. What do they keep in boxes in a pharmacy?
   They keep .... in them.
10. Is your house near the school?
    No, it is .... it.

RADAR

Daughter: Father, I'm **frightened**!

Father: Why, dear?

Daughter: It's very dark. How can the **captain keep away from** danger?

Father: He's using **radar**.

Daughter: What's radar?

Father: It's a wonderful invention. **By means of** it, the captain can see every danger that is around the ship. Thus it is easy for him to keep away from them.

Daughter: What kind of dangers are there?

Father: Oh, there might be another ship or maybe even an **iceberg**. If there is one, the radar shows the captain where it is, how fast it is moving and which **direction** it is moving in. So you see, traveling is very safe even when it is dark.

Daughter: Yes, but I don't see how it can **warn** us of danger.

Father: Radar works like an **echo**. You know what echoes are, don't you? **Whenever** we speak in a large hall, we hear our voices come back to us. If we **shout** in a **narrow valley**, we may hear many echoes of our voices.

Daughter: What makes echoes?

Father: When our voices **hit** the **surface** of a **cliff**, they are **reflected** by the surface. What we hear is the reflected sound. It comes after a few moments of **silence**. If we measure the silence, we can tell how far the cliff is from us. You know, of course, that sound travels at a **speed** of about 1200 kilometers **per** hour.

Daughter: That is one-third of a kilometer per **second**, isn't it? Would it be fast enough to warn the captain of danger?

Father: No, sound **waves** travel very slowly, so he uses radio waves. When this **type** of wave is sent to the moon, for example, it takes less than 4 seconds for us to hear the echo.

Daughter: That's very fast. How can we measure radio waves?

Father: By using a special **tube**. In ships and planes *the tube is* ***connected to*** a radar **screen**. With it the captain can measure one millionth of a second. So you really don't need to be afraid.

Daughter: Thank you, father. I feel much safer now.



THE RADAR SCREEN



AN ICEBERG AND A SHIP

I. COMPREHENSION

■ I.A. Silent Reading

Read the text quickly and silently. Then read the following questions. Put a check mark (✓) in front of the correct part (a, b or c) of each sentence.

1. The captain can keep away from dangers by means of ....
   - ☐ a. echoes.
   - ☐ b. light.
   - ☐ c. radar.
2. We hear the echo of our voice ....
   - ☐ a. after a few seconds.
   - ☐ b. before we hear our voice.
   - ☐ c. by means of radar.

3. What is used in radar is ....
   - ☐ a. sound waves.
   - ☐ b. radio waves.
   - ☐ c. sound echoes.
4. The speed of sound is ....
   - ☐ a. fast enough to warn the captain of danger.
   - ☐ b. too slow to warn the captain of danger.
   - ☐ c. one hundred kilometers per hour.
5. It takes us less than 4 seconds to hear the echo of ....
   - ☐ a. sound waves sent to the moon.
   - ☐ b. radio waves sent to the moon.
   - ☐ c. light waves sent to the moon.

II. GRAMMAR AND PRACTICE

Look at the following Active and Passive sentences:

Active: Scientists <u>send</u> radio waves to the moon.
Passive: Radio waves <u>are sent</u> to the moon (by scientists).
Active: The surface <u>reflects</u> our voice.
Passive: Our voice <u>is reflected</u> (by the surface).
Active: Doctors <u>save</u> us from illnesses.
Passive: We <u>are saved</u> from illnesses (by doctors).

NOTES:

1. **Use BE plus a past participle to form passive sentences.**
2. **Present passive is formed by IS, ARE and AM plus a past participle.**
3. **Past passive is formed by WAS and WERE plus a past participle.**

Exercise A. *Change the following into passive sentences.*

Example: Radar uses radio waves.
Radio waves are used by radar.

1. Avicenna cured the patient.
2. The moon reflects light.
3. Many things frighten children.
4. Scientists send radio waves to the moon.
5. Mina's father gave a present to her.
6. They connected the tube to a radar screen.
7. The teacher explained the new words.
8. He sent some money to Ahmad last week.

Exercise B. *Change active sentences to passive and passive to active.*

Examples: Radar uses radio waves.
Radio waves are used by radar.
A new story was told last night.
The storyteller told a new story last night.

1. Ali waters the flowers every evening during the summer.
2. Somebody bought a new microscope for the school lab.
3. My little brother is taken to school by my mother.
4. All the questions of our English exam were explained yesterday.
5. The teacher teaches a new lesson every other week.
6. Ali's pens were left on the table last night.
7. A new car was made last month.
8. The news of the war surprised the people of the country.
9. All the cake was eaten by the children.
10. They built some new houses in Dehloran.

C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

narrow- speed- captain- a cliff - by means of - **asleep- keep away from direction - surface - iceberg**

1. **What makes the echoes we hear when we shout?**
   It's the sound reflected back to us by the surface of ....
2. **What can we see on a radar screen?**
   We can see where things are and the .... in which they are moving.
3. **Children, I want you to .... that fire.**
   Yes, Mother. We won't go near it.

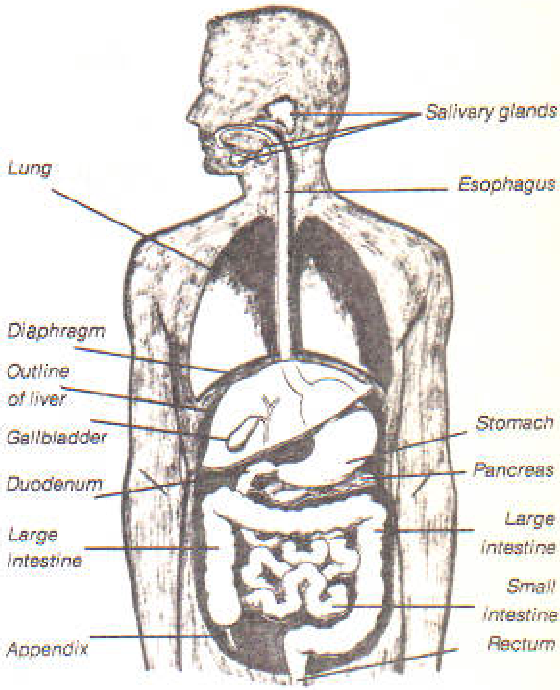
4. Would you like to see the ship's .... ?
Yes, I would. what is he like?
5. Your radar equipment really interests me.
It's very important equipment. .... it we have been able to save many lives.
6. Where's that lazy boy?
He may be .... in his bed.
7. What is the .... of sound?
It travels about 1200 kilometers per hour.
8. Is an .... dangerous for ships?
Yes, but if there is one, the radar shows where it is.
9. What happens when our voice hits the .... of a cliff?
It is reflected by it.
10. What happens if we shout in a .... valley?
We may hear many echoes of our voice.

ENJOY IT

I'm Glad I'm Me

No one looks
The way I do.
I have noticed
That it's true;
No one walks
The way I walk.
No one talks
The way I talk.
No one plays
The way I play.
No one says
The things I say.
I am special.
I am me.
There's no one
I'd rather be
than
me!

DIGESTION IN HUMANS



Food is **digested** along the **alimentary canal**. The **process** of digestion begins in the mouth where the food is **chewed** and made wet by the juices in the mouth. After it is swallowed, it passes down the **gullet**, a tube having **muscles** and going to the **stomach.**

The stomach walls, which have muscles, break up the food further. The juices of the stomach, which are sent out from the inner **layer** of the stomach wall, continue the process of digestion which was started in the mouth.

The food is then passed into the small **intestine.** The upper part gets the juices sent out by the **liver** and **pancreas**. These juices **convert** the food further, so that it can be taken in and used by the body.

The food passes from the middle part of the small intestine into the lower part, whose walls are covered with **tiny** things that **stick out** and look like hairs. These are known as **villi**[1] Their **function** is to take in the **nourishment** from the food.

In the large intestine, no more food is digested after this. Most of the **liquid** is taken in from the undigested material and the **remainder** is thrown out of the body as material which can not be used.

---

1. villi [vilaI]

Answer these questions.

1. Where does the process of digestion begin?
2. What happens when the food reaches the stomach?
3. What and where are villi?
4. What is their function?
5. Why is the remainder of the food thrown out?

WORD STUDY

some of the phrases in the text can be replaced by the following words.

made wet = moistened
juices in the mouth = saliva
juices of the stomach = gastric juices
inner layer of the stomach wall = gastric lining
take in = absorb
material which can not be used = waste

GRAMMAR AND PRACTICE

Look at the use of WHO, WHOM, WHICH, WHOSE in the following sentences.

The stomach walls have muscles.
The stomach walls break up the food further.
The stomach walls <u>which</u> have muscles, break up the food further.

The traveler was going to Shiraz.
I found the traveler's ticket.
The traveler <u>whose</u> ticket I found was going to Shiraz.

This is the boy.
He became first.
This is the boy <u>who</u> became first.

This is the doctor.
I met him yesterday.
This is the doctor <u>whom</u> I met yesterday.

NOTES:
1. Use WHO, WHOM, WHICH, THAT, WHOSE, to join one sentence to another.
2. WHO and WHOM refer to people. WHICH refers to things.
3. WHOSE can refer to people or things.
4. THAT is sometimes used instead of WHO, WHOM, WHICH.

Exercise A. *Use WHO, WHOM, WHOSE, WHICH in the following sentences:*

1. The test .... you gave us last week was very easy.
2. She is the girl .... is afraid of electricity.
3. Here is the boy .... clothes are not clean.
4. The children .... I met had a red ball.
5. The doctor gave me an ointment .... was very helpful.
6. The pilot .... we met is very brave.
7. The writer .... wrote those books is very young.
8. The stories .... he has written are very interesting.
9. The student .... book is on the table is standing there.
10. The room .... walls are white is my office.

Exercise B. *Join the following sentences as in the example:*

Example: The stories were interesting. We read them.
The stories which we read were interesting.

1. The boy was happy. He got good grades.
2. The stories were amusing. My mother told them.
3. The engineer is my cousin. You met him.
4. The boy worried a lot. I saw him.
5. The boy worried a lot. He was having a test.
6. The boy worried a lot. I found his bicycle.
7. The old man is a teacher. He was in the library.
8. The man found my watch. He is a police officer.
9. The woman is my aunt. You saw her yesterday.
10. The book is a dictionary. You bought it.

Exercise C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks:

waste- gastric juices- further- moistened- alimentary canal- chewed- saliva- absorb- gastric lining.

1. Food is digested as it passes along the ....
   The process of digestion begins in the mouth where the food is .... and .... by the ....
2. The stomach walls, which have muscles, break up the food ....
3. The .... which are sent out from the.......... continue the process of digestion.
4. Their function is to .... the nourishment from the food.
5. The remainder is thrown out of the body as ....

Exercise D. *Read the following text very carefully. Give complete answers to the questions:*

A small man went to the cinema, bought a ticket and walked in, but after two or three minutes he came out, bought a second ticket and went in.

A few minutes later he came out again and bought a third ticket, and two or three minutes after that he came out and asked for a fourth ticket.

"Why are you buying all these tickets? Are they for your friends?", the ticket seller said to him.

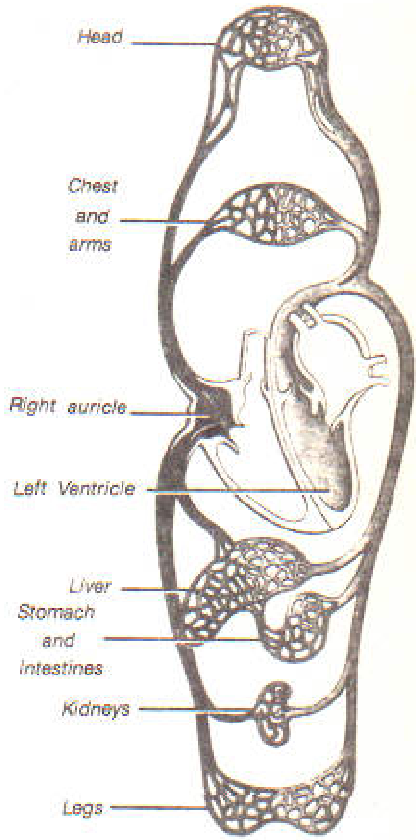
"No!", the small man said, "They're not, but each time I go to the door, a big man takes my ticket."

1. Where did the small man go?
2. What did he do before walking in the cinema?
3. How many tickets did he buy?
4. Did he buy them for his friends?
5. What happened to the tickets?

LESSON FIVE

WILLIAM HARVEY
(1578 – 1657)

William Harvey was an English doctor and scientist. He lived at a time when scientists all over Europe were just beginning to **experiment**. They were making new discoveries and learning more about nature in this way. Knowledge of the human body, too, was **increasing rapidly.**



Harvey was born on April 1,1578, in the **seacoast** town of Folkestone on the English Channel. He attended school in Canterbury, about 25 miles from home. At the age of 16 he entered Cambridge University, and graduated with a Bachelor of Art degree in *1597*. After graduation he went to the University of Padua in Italy to study medicine. The University of Padua was the **finest** medical school in Europe at that time. After graduating from this university, Harvey returned to London and began to **practice medicine.** In 1608, he became chief physician at St. Bartholomew's Hospital in London.

In 1615 Harvey received a **lifetime appointment** to the Royal College of Physicians. He was **required** to give **lectures** on **surgery** and anatomy (the study of the structure of the body). Harvey

prepared notes from which he lectured. Most of these handwritten notes are now in the British Museum in London. The ideas that made Harvey famous are in these notes.

For hundreds of years before Harvey's time, doctors and scientists had known that there are two different kinds of **blood vessels** in the body: **arteries** and **veins.** It was known that both kinds connect to the heart. But it was believed that they were entirely separate, with no connection between them.

Sometime before 1618 William Harvey had a **brilliant** idea. Perhaps the blood leaves the heart only through the arteries and returns to it through the veins. If this is so, then the same blood **circulates** through the body in a closed system of blood vessels. But Harvey was never able to find any connections between the arteries and the veins, although he believed they must be present. (In 1661, after Harvey's death, the connections – the **capillaries** – were dis – covered.)

Harvey lectured on his theory of the circulation of the blood **before** the Royal College of Physicians in 1616. He published it in a book in 1628.

Harvey's work brought him great fame in his own lifetime. He also received many important posts. William Harvey died on June 3,1657, at the age of 79.

Answer these questions.

1. When was Harvey born?
2. Who was William Harvey?
3. What did he find out about blood circulation?
4. What did the doctors believe before?
5. When did he die?

GRAMMAR AND PRACTICE (1)

Notice the use of the PAST CONTINUOUS tense.

> The past continuous is chiefly used for past action which continued for some time but whose exact limits are not known and not important.

a. It is used with a point in time to express an action which began before that time and probably continued after it.

At 8:00 he was having breakfast.

b. It is used with a verb in the simple past tense to show the continuity before the simple past and probably continued after it.

When I arrived he was talking on the phone.



Exercise A. *Put the words in the parentheses into the simple past or past continuous.*

1. When the war began we ..... in Abadan. (to live)
2. When Mr. Ahmadi ..... at the station, his wife was waiting for him. (to arrive)
3. The children ..... when they heard their father's step. (to play)
4. At noon, when the bell rang, we ..... English. (to study)
5. He ..... his dinner when I went to see him. (to eat)
6. The light went out while I ..... tea. (to have)
7. We ..... (to walk) to the station when it ..... (to begin) to rain.
8. My sister ..... (to drop) two cups while she ..... (to wash up) last night; neither of them ..... (to break)
9. When the teacher ..... (to come) in, the boys ..... (to play).
10. While he ..... (to get off) the bus, he ..... (to fall) and ..... (to cut) his face.

GRAMMAR (2)

Notice the use of in, on, and at.

IN is used to show the time:

a. With names of months, years, and seasons.

in March, in 1985, in (the) winter

b. With parts of the day or night used in a general sense.

in the morning, in the afternoon, in the evening

AT is used to give the time (hours, minutes) and with noon, night, midnight, and sunset.

We got up at dawn and had breakfast at 8 o'clock.

ON is used with days of the week, and days of the month.

on Tuesday, on the tenth of March, on March 10 th.

B. *Fill in the blanks with the correct prepositions*

1. His friends finished lunch ..... 3 o'clock.
2. Our English teacher comes to school ..... Mondays and Wednesdays.
3. I can finish my work ..... a few minutes.
4. Our school began ..... Mehr 1, 1366.
5. The park looks beautiful .... spring.
6. I'll meet you outside ..... a quarter to eight.
7. There isn't much to do here ..... Sundays.

C. Vocabulary Practice

Use one of the following words in each of the blanks.

connection- appointment- human- medical- graduating- believed

1. Knowledge of the ..... body, too, was increasing rapidly.
2. The University of Padua was the finest ..... school.
3. After ..... he returned to his home country.
4. Harvey received a lifetime ..... to the Royal College of Physician.
5. It was ..... that they were entirely different.
6. He couldn't find any ..... between the arteries and veins.

ENJOY IT

MY Parents

You are
so loving
so giving
so caring
so special-
I thank God
that I was
born
to
you

TEST ONE

Change the sentences with the words in the parentheses.

1. He is driving his car now. (every weekend)
2. He had taken off his coat quickly. (and entered the hall)
3. The shopkeeper counts the money. (when the children ran out of the shop)
4. The boy ate five big apples. (since this morning)
5. The birds went away. (before spring began)

II. VOCABULARY

Choose the correct answer. Only one answer is correct.

1. The story of the wooden horse ..... the imagination.
   a. gets b. finds c. captures d. covers
2. The ..... girl went into the burning room to save a baby.
   a. lazy b. clever c. slow d. brave
3. The soldiers ..... their country bravely.
   a. offered b. defended c. painted d. depended
4. Let's ..... of here.
   a. get in b. get off c. get out d. get through
5. Most balls are ..... inside.
   a. hollow b. handbag c. hello d. handball
6. My friend, Babak, is the ..... of our football team.
   a. captain b. soldier c. officer d. janitor
7. You can hear ..... when a sound is reflected back from a distant wall.
   a. calls b. echoes c. shouts d. cries
8. The sound of the engine ..... the horse.
   a. reflected b. traveled c. frightened d. afraid
9. A cube has six .....
   a. centers b. lines c. corners d. surfaces
10. The officer ....., "Fire!"
   a. sounded b. caught c. shouted d. touched
11. A "....." is a person who buys, especially a regular shopper at a particular store.
   a. buyer b. customer c. player d. writer
12. Some generators ..... water power into electricity.
   a. convert b. count c. continue d. connect
13. The ..... of the stomach is to digest food.
   a. process b. function c. method d. change

14. The new bus driver ..... the speed of the bus in order to arrive in time.
a. decreased b. made less c. showed d. increased

15. ..... makes perfect.
a. Action b. Practice c. Work d. Play

16. We are lucky, because we have a ..... teacher.
a. well b. short c. tall d. brilliant

17. How long will the ..... of the telephone take?
a. relation b. station c. direction d. connection

18. Malaria can be cured by medicine, but a broken leg ..... surgery.
a. leaves b. requires c. calls d. falls

19. In many buildings hot water ..... through pipes to keep rooms warm.
a. circulates b. converts c. connects d. corrects

20. A "....." is a surface on which television images, or slides appear or are shown.
a. second b. screen c. secret d. speed

STRUCTURE

Choose the correct answer. Only one answer is correct.

1. Can your camera ..... good photos?
a. make b. to make c. take d. to take

2. ..... was the first teacher you spoke to today?
a. That b. Whose c. Whom d. Who

3. I can't find the book .....
a. nowhere b. everywhere c. anywhere d. somewhere

4. I'll be 17 tomorrow, ... ?
a. am I b. aren't I c. won't I d. will I

5. Did you hear what Reza .....?
a. said b. says c. say d. has said

6. Indian people usually speak ..... than Iranian people.
a. quick b. quicker c. quickly d. more quickly

7. My father can't stop me ..... the football match on my radio.
a. to listen b. listening c. listen to d. listening to

8. I have ..... paper in my desk.
a. a lot b. little c. few d. little of

9. I'm waiting ..... the doctor.
a. to see b. for to see c. for seeing d. for see

10. This question is ..... difficult for me.
a. so much b. too much c. too d. enough

11. Laleh had ..... furniture for her room.
a. enough b. many c. all d. any

12. The cup is ..... the radio.
a. at b. near c. between d. next

13. The window is ..... the door.
a. next b. between c. with d. beside

14. Mother is writing .....
a. by a pencil b. in the book c. on any paper d. with pen

15. Ali is behind Reza. Reza is ..... Ali.
a. beside b. in front of c. between d. next

16. This ball is ..... Farshid.
a. of b. to c. at d. for

17. The pen is ..... his pocket.
a. at b. in c. into d. to

18. The car is ..... the tree.
a. near of b. with c. beside d. next

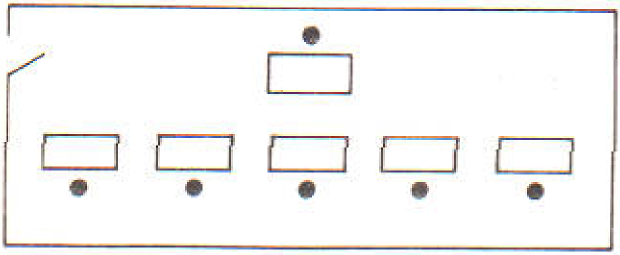
19. She is writing .....
a. on any book b. in a paper c. with a pen d. by pen

20. Who ..... on Fridays?
a. do you help b. do help you c. you help d. you do help

■ *A GAME FOR YOU:*

The students are in a new classroom. Mrs Brown sits at her table in front of the class, and five students sit in the front row.

Mary sits between Susan and Betty: Ana sits next to Betty. Jane sits at the end on Mrs Brown's right, next to Ana.



WHO SITS WHERE?

THE BOY WHO TOOK A SHORT - CUT



The boys shouted and laughed as they ran about in the playground. It was near the end of term in a school in Germany about two hundred years ago. Soon school would be over for a few weeks. No wonder they felt happy!

Their teacher watched them from the classroom window. He did not feel happy at all. End of term for him meant a lot of work. He thought hard. What could he find for the boys to do that would keep them quiet for a long time? Then he could deal with his own work.

Suddenly he had an idea. When the bell rang for the end of playtime he was smiling.

One by one the boys came back to the classroom and sat at their desks.

"Listen boys," said the teacher. "I want you to take your pencils and write down all the numbers from 1 to 100. When you have done that, add

them all up. And no talking, mind!"

The teacher smiled as the boys began their work. "That should keep them busy for a bit." he said to himself. But he was wrong.

Five minutes later the slowest boy was still writing down the date. Most of the other boys had just begun to add the numbers. One boy, however, put his pencil down.

"What is the matter, Karl?" asked his teacher. "Can't you do it?"

"Yes, sir." answered the boy. "But I have finished. The answer is 5050."

Nobody in the room believed him. How could a boy of ten add up all those numbers in such a short time?

"Perhaps you had better tell us how you got your answer." the teacher told him.

"It was easy." said the boy. First of all I added up 1 and 99 and that made 100. Then I added 2 and 98 and they came to 100, too. Then I kept on adding 3 and 97, 4 and 96, and so on until I got to 49 and 51. Each time the answer was 100 and so I had 49 hundreds in all. That made 4900. Then I added on the two numbers I left out 50 and 100 and I got the answer 5050.

The teacher groaned. It seemed as if the boy was quite right. Now he would have to find something else for them all to do!

Today we have forgotten the name of the teacher, but not the little boy who was so quick at his sums. His name was Karl Gauss.

Karl Gauss became a famous scientist. One of his great interests was astronomy, the study of the stars. Before he died in 1855, he had written 155 books.

(Taken from A Basic Course in Reading English. Shiraz University)

I. GRAMMAR AND PRACTICE

Look at the following Direct and Indirect Requests:

Direct: I said to him, "Change your question."
(said — *past*)

Indirect: I told (asked) him to change his question.
(told (asked) — *past*)

Direct: "Listen boys.", the teacher says.
(says — *present*)

Indirect: The teacher tells the boys to listen.
(tells — *present*)

NOTES:

1. In a direct request write the words of the speaker exactly as they are spoken in quotation marks after a comma.
2. In an indirect request change the main verb to its infinitive form; TO CHANGE, NOT TO TURN OFF.
3. Use SAY in direct requests and TELL or ASK in indirect requests.

Exercise A. *Change the following sentences like the examples:*

Example 1. He says to me, "Close the door."
He asks me to close the door.

1. She often says to Ali, "Explain the problems."
2. Bob always says to me, "Buy the tickets."
3. Jack never says to his sister, "Turn on the radio."
4. He sometimes says to me, "Tell a story."
5. Mary usually says to him, "Telephone the doctor."
6. He sometimes says to his clerk, "Come on time."

Example 2. John said to me, "Take care of the little boy."
John asked me to take care of the little boy.

1. Susan said to her, "Come back before Thursday."
2. He said to me, "Take the children to the cinema."
3. I said to her, "Study it carefully."
4. He said to the nurse, "Take the patient's temperature."
5. I said to him, "Look at the blackboard."

Example 3. I said to him, "Don't buy any more sugar."
I asked him not to buy any more sugar.

1. She said to me, "Don't watch television all the time."
2. I said to him, "Don't make a noise."
3. Mary says to me, "Don't forget it."
4. Jack says to her, "Don't call a taxi."
5. She said to him, "Don't talk so much."

II. GRAMMAR AND PRACTICE

Read the following sentences:

One often finds beauty in mountain spots.
Many people enjoy beautiful wild flowers.
The birds are singing beautifully.

NOTES:
1. Add suffixes like *-ful* to change nouns to adjectives.
2. Add the suffix *-ly* to adjectives to form adverbs.

Exercise A. *Now fill in the following sentences with suitable forms of the words in parentheses:*

1. They forgot their quarrels and lived............. (peace)
2. This student is very quick. He does his homework .... (quick)
3. He lived .... for many years. (happy)
4. My car doesn't run fast. It runs .... (slow)
5. Our science teacher is very .... (help)
6. Studying English before and after classes is .... (use)
7. ...., he studied hard and passed his exams. (fortunate)

B. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

astronomy / left out / is over / add up / sums / a bit / groaned / no wonder / suddenly / one by one / deals

1. As we were answering the questions, the teacher said, "Time...!"
2. ...... she is happy. She got good marks.
3. We were sitting peacefully at dinner,..... the light went out.
4. The teacher asked the students to call out their names.....
5. Five and six ..... to eleven.
6. Will you please wait ..... for me?
7. She ..... two words when she read the sentence.
8. The students in his class ..... at the extra homework.
9. He can do easy..... in his head, but he has to use pencil and paper for

hard ones.

10. The science that deals with the sun, moon, planets, and stars is called .....
11. Biology ..... with plants and animals.

■ C

Often you can tell the meaning of a word from other words round it we call this "getting meaning from context" Find words in the story that mean:

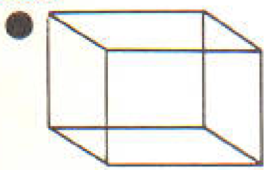
1. made happy sound (¶[1]1)
2. pay attention (¶5)
3. come to the end of the work (¶9)
4. made an unhappy sound (¶13)

Word Study 1

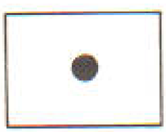
Practice prepositions. Fill in the puzzle below. Use the illustrations to help you.

Across

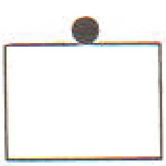
3.

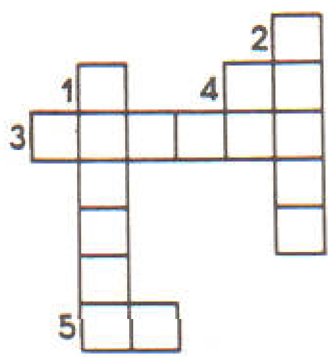


4.



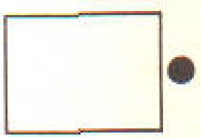
5.



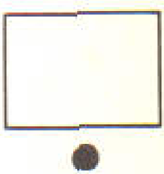


Down

1.



2.



[1] *a sign used to show where a paragraph begins.*

LESSON SEVEN

A GUEST FROM INDIA



Homa has just returned from Mrs. Noori's house. Mrs. Noori is her English teacher. She had invited some of her students to lunch.

Now Homa is telling her mother about her afternoon.

Mrs. Ahmadi: Well, Homa, how was your afternoon? Did you have a good time?

Homa: Yes, mother. I had a very good time. It was very interesting. We met a lady named Mrs. Komar. She and her family are from **India**. Since she does not speak Farsi, we all spoke English. Sometimes, it was difficult but it was **well worth** the **effort.**

Mrs. Ahmadi: She is the first **foreigner** you've met, isn't she?

Homa: Yes, she is. She was wearing a beautiful **sari**. It was made of very nice material. Wherever Indians are, they always wear their **national** dress.

Mrs. Ahmadi: Doesn't she get cold in the winter?

Homa: No, she doesn't. She wears a coat over it. She says that wearing a sari is one of their **customs.**

Mrs. Ahmadi: What else did Mrs. Komar say?

Homa: She said that about fifteen different languages are spoken in India. Some people are interested in learning Farsi and Farsi can be studied in a few of the universities. It can be heard in many of the large cities. She also said that every summer they have a lot of rain. Many rivers are **flooded** because of the rain.

Mrs. Ahmadi: India has a very large **population**, doesn't it?

Homa: Yes, it does. About six hundred and fifty million people live there. Some of them are Moslems, but the **main religion** is **Hinduism.**

We wanted Mrs. Komar to tell us more about India but it was time for her to leave. We decided that maybe we could see her again and learn more about life and customs in India.

Mrs. Ahmadi: Well, Homa, I'm glad you had a good time. I think it is well worth learning about people in other countries.

I. GRAMMAR AND PRACTICE

■ **I.A.** *Look at the following connectives:*

We talked with Mr. George <u>and</u> the children.
They wanted to attack the enemy <u>but</u> didn't know how.
We have to learn <u>not only</u> the language <u>but also</u> the customs.

Mary <u>and</u> Amir <u>both</u> know that some customs are different.
Mary <u>and</u> Amir are <u>both</u> happy.

<u>Both</u> she <u>and</u> he know that some customs are different.
<u>Both</u> she <u>and</u> he are happy.

He was <u>either</u> working <u>or</u> studying.
They <u>either</u> talked <u>or</u> looked at the pictures.

He was neither working nor studying.
They neither talked nor looked at the pictures.

NOTES:
1. The above words are connectives.
2. They connect two nouns or two verbs[1] in simple sentences.
3. Two nouns (Mary and Amir, etc.) are called compound noun phrases. Two verbs (working or studying, etc.) are called compound verb phrases.
4. Use "both", "either", and "neither" after modals, after the verb "Be", and before other main verbs.

Exercise I.A. *Join the following sentences with the connectives in the parentheses:*

Example: His speaking is good.
His writing is good. (both .... and)
Both his speaking and his writing are good.

1. The principal lives near the school. His assistant lives near the school. (and)
2. The actor was Iranian. The actress was Iranian. (both .... and)
3. Jack is an astronaut. George is an astronaut. (and.......... both)
4. She wanted to be helpful. She didn't know how. (but)
5. The boy fell down. The boy broke his leg. (not only.......... but also)
6. *I will watch TV. I will go to the movies. (either.......... or)*
7. He studies at the university. He works at the university. (and)
8. We read in class. We write in class. (both .... and)
9. Mary wanted to do her best. She didn't know how. (but)
10. Mina passed the exam. Ali passed the exam. (not only.......... but also)
11. We don't have a big playground. We don't have a coach.

[1] *They may also connect two pronouns or two adjectives:*
He was both hungry and thirsty.

(neither .... nor)

12. Mina will go shopping. Her mother will go shopping. (either .... or)
13. Girls enjoy adventure stories. Boys enjoy adventure stories. (and .... both)

■ I.B. Voc. Practice

Use one of the following words or phrases in each of the blanks:

We do our best helpful interesting living room
by yourself national dress the worst

1. What do you think about our history book?
   I think it is very ....
2. Do women in India wear saris?
   Yes, wherever they are, they wear their ....
3. You may ask me anything you may not know about the lesson.
   Thank you Ali. You are very ....
4. Where are your parents sitting?
   They are sitting in the ....
5. Should I do this assignment next?
   Yes, and do it ....
6. I hope we won't fail the examination.
   If.............., we won't.
7. Did you enjoy yourself yesterday?
   No, it was,......... day in my life.

■ I.C. *Read the text then answer the following questions:*

1. Who went to Mrs. Noori's house?
2. Why did Homa and her friends speak English at Mrs. Noori's house?
3. Was it easy for Homa to speak English?
4. Where is Mrs. Komar from?
5. Where is Farsi taught in India?
6. What is the population of India?
7. What is the main religion in India?

LESSON EIGHT

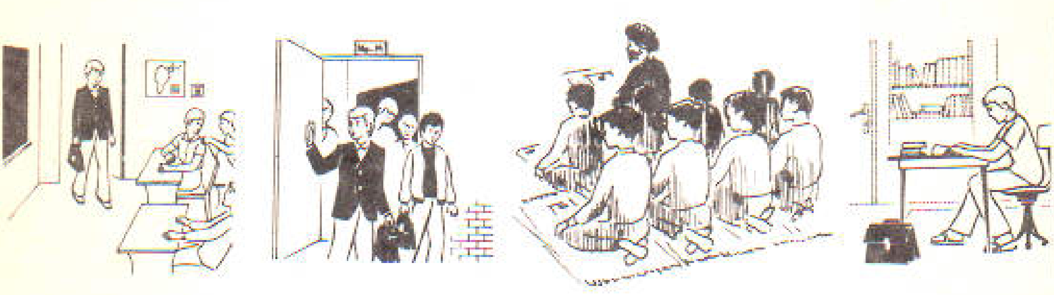
A TYPICAL DAY IN ALI'S LIFE

Ali **wakes up** when the alarm clock rings. He gets up before **sunrise.** First he performs his **ablutions**, then he says his prayers. He often does exercises for ten or fifteen minutes after his morning prayers. Then he **combs** his hair and gets ready for breakfast. His simple breakfast which he eats with his family consists of bread, cheese and tea.



Ali **generally** leaves for school at about seven **a.m.** On his way to school, he walks along a **crowded** street. Sometimes he reads the **signs** above the shop windows and looks at the **passengers** on the buses.

His first class begins at 8 a.m. and he has **seldom** been late. As soon as the bell rings, the students stand in **lines** in the school yard and listen while a student reads a few **verses** from the **Holy** Koran. After the morning classes Ali and his friends buy their lunch from the school **buffet**[1]. After lunch they say their afternoon prayers in a group in the school prayer **hall.** Ali goes home immediately after school.



1 buffet = ['bufei]

As soon as he gets home, he **takes off** his clothes and puts on his **pyjamas.** Then he sits down, does his homework, and studies his subjects for the next day. He usually goes to the **local** mosque for his evening and night prayers, but when he is busy, he says them at home. Then he **relaxes.** After dinner, he sometimes watches television, listens to the radio, or works on his **stamp collection.** At 9. **p.m.** he goes to bed. He falls asleep immediately and sleeps until the alarm clock rings the next morning.

I. GRAMMAR AND PRACTICE

Look at the following examples:

Bob usually gets up at once.
He usually has an orange after lunch.
He usually listens to the radio.
He generally goes to school by bus.
He sometimes goes to the school buffet.
He can usually get to school in half an hour.
He has seldom been late.
He may sometimes watch television.
The bus is always crowded.
He is seldom late.

NOTES:

1. Use frequency adverbs (USUALLY, SOMETIMES, OFTEN, etc.) as follows:
   a. After the verbs BE, HAVE (perfect tenses), and Modal Verbs.
   b. Before all other verbs.
2. For emphasis or variety, frequency adverbs may be put at the beginning or the end of a sentence, for example,

"Sometimes he watches TV."
"He watches TV sometimes."

Exercise A. *Change the sentences with the words given.*

Example: always — Mary drinks tea in the morning.
Mary always drinks tea in the morning.

1. always	Mary drinks milk in the morning.
2. usually	John is hungry.
3. often	Do they understand the lesson?
4. sometimes	She understands the lessons.
5. usually	I'm sleepy.
6. always	The classes begin at 8 o'clock.
7. sometimes	They study at night.
8. often	She is right.
9. ever	Are you tired?
10. *never*	*I'm busy.*

■ **B.** *Look at the following connectives:*

The clock rings at 5, <u>and</u> Ali gets up at once.
He eats dinner <u>and then</u> he relaxes.
His first class begins at 8:00, <u>but</u> he has seldom been late.
He listens to the radio <u>or</u> he works on his stamp collection.

NOTES:

1. The above words connect two separate sentences.
2. The new sentence is called a compound sentence.
3. A comma is needed before the connective if the subjects of the two sentences are different.

Exercise C. *Join the following sentences with the connectives in the parentheses. Use a comma before the connective where necessary.*

Example : The astronomer was talking. The students were listening carefully. (and)
The astronomer was talking, and the students were listening carefully.

1. He did some exercises. He combed his hair. (and then)
2. The sun is shining brightly. It is dark inside. (but)
3. You must drive carefully. Your car will run off the road. (or)
4. Be sure to keep warm. You will get sick. (or)
5. He did his best. He couldn't describe it. (but)
6. They landed on the Moon. They began their exploration. (and)

Exercise D.

Express in one sentence the ideas contained in the following pairs of sentences, by using correlatives.

1. He is not honest. He is not truthful.
2. You may have a camera for your birthday. You may have a watch for your birthday.
3. We will go by bus. We will go by train.
4. He sold the land. He sold the house.
5. The old man could not read. The old man could not write.
6. You must pay for the books. You must return them.
7. The driver was killed. His passenger was killed.
8. The driver was not injured. His passenger was not injured.
9. I am willing to meet you in Lar. I am willing to meet you in Minab.
10. They did not know where they had come from. They did not know where they were going.
11. She has lost her purse. She has lost her handbag.

■ E. Vocabulary Practice

Use one of the following words and phrases in each of the blanks:

combs – immediately – alarm clock – takes off – bread and cheese – listens to the radio – stamp collection – relax – the shop windows

1. What does Ali do after his exercises?
He .... his hair.

2. What does he eat for breakfast?
   He has ....
3. What does he do on his way to school?
   He looks at ....
4. Does he go home after school?
   Yes, he goes home .... after school.
5. What does he do before he goes to bed?
   He ....
6. What does Ali do as soon as the ...... rings?
   He usually wakes up at once.
7. What do you like to do after a day of hard work?
   I like to ...... .What about you?
8. What does one do before putting on his pyjamas?
   He usually ...... his clothes.
9. What do you do at home when you have no homework to do?
   I sometimes look at my ....

Word Study 2

Find a sentence with seven words. There is a space between the words.

Start here →

```
P L E A S E ■ S H E ■ W E
L       E       E       R
E       ■       ■       E
A       G       A       ■
S E ■ H I S ■ A ■ T O ■ S
E       V       T       E
■       E       H       T
T       ■       E       U
H E R ■ U P ■ I ■ O N ■ N
E       S       A       I
■       ■       T       M
A       A       X       ■
■ T H E ■ F E W ■ M O R E
```

Now write the sentence below.

Please ________ ____ ____ ______ ________ ______________

LESSON NINE

THE EARTH AND ITS NEIGHBORS

Stars

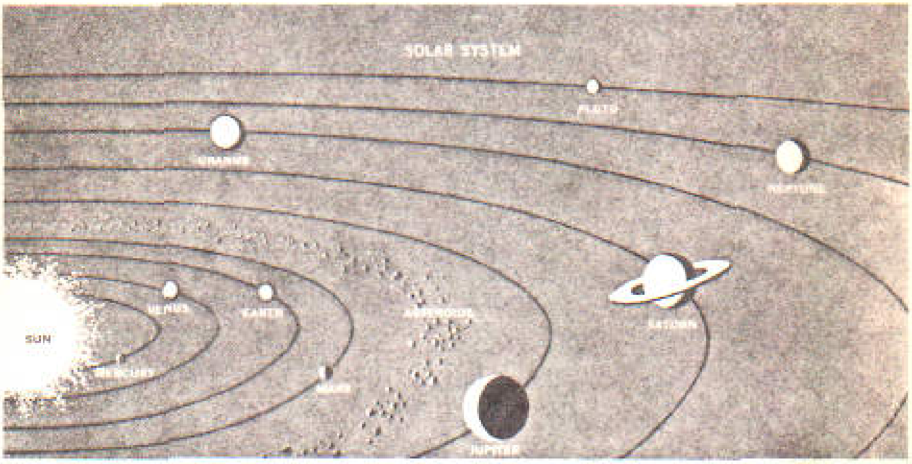
When we look at the sky at night, we see thousands of very small lights. We call them **stars** and most of them are. People **used to** think that they were like the earth, but they aren't. A star is like our sun, a **blazing** ball of hot **gases** and **metals**[1].

The earth is very different. It is not a **fiery** world like the stars and the sun. In fact, in some places it is very cold. The earth doesn't have any light of its own. Instead, it depends on the sun for its light, like the moon does. When we look at the moon, the light we see there is a reflection of the sun's light.

Planets

The earth is called a planet. The sun, the earth and eight other planets are our **solar system**. Everyone used to think that the sun and the other planets **orbited** around the earth, but **astronomers proved** that this was wrong. Our earth and the other eight planets in our solar system orbit around the sun.

The sun is much larger than the earth and the other planets in our solar



[1] *The metals are in gaseous form.*

system. But although the sun seems very large to us, there are other stars that are a lot larger than it is. We also know that there are stars that shine much more **brightly** than our sun, but they are so far away that we can only see them through a **telescope**.



A TELESCOPE



The planets that are near the earth are Venus and Mars. Venus is **closer**[1] to the sun than the earth and is covered with clouds. Mars is farther from the sun than the earth and it is sometimes covered with **dust storms**. Venus is the brightest planet in our solar system. In fact, it can sometimes be seen in the daytime. The light that is reflected from Mars is usually an **orange-red** color.

GRAMMAR AND PRACTICE (1)

Notice the use of ***much*** and ***very:***

> *Very* is used to modify adjectives and adverbs of the positive degree, *much* to modify those of the comparative degree.
> This room is *very* large.
> This room is *much* larger than that one.
> He drives *very* carefully.
> He drives *much* more carefully than he used to.

[1] *closer: [klosər]*

NOTES:

1. *Much*, not *very*, is used before too.
   His speech was *much* too long.
2. Neither *very* nor *much* can be used before a plain superlative, (We can not say *This is much best or This is very best.)* but *much* can be used before a superlative preceded by *the*.
   This way is *much* the best.
3. *Very* is never used to modify the verb.
   He works *much* . (*not very)*

Exercises:

1. Supply *much* or *very* in the following sentences.

1. He is ..... older than I thought.
2. It is ..... cold today.
3. You must speak ..... more clearly than that.
4. I am feeling ..... better today.
5. Do you come here ..... often?
6. No, not..... often but I should like to come ..... more often if I could.
7. The box was ..... too heavy for me to lift.
8. Do you cycle ..... nowadays?
9. He speaks ..... too quickly.
10. The exercise was ..... too difficult for the class to do.

2. *Put much or much the in the blank spaces in the following sentences, in order to complete the sense.*

1. This way is ..... safer than the other.
2. This way is ..... safest.
3. We arrived ..... sooner than we thought we should.
4. This is ..... warmest room in the house.
5. He can speak English ..... more fluently than you can.

2. Comparison

A. There are three degrees of comparison:

1. Positive	*dark*	*tall*	*useful*
2. Comparative	*darker*	*taller*	*more useful*
3. Superlative	*the darkest*	*the tallest*	*the most useful*

B. One-syllable adjectives form their comparative and superlative by adding *er* and *est* to the positive *form:*

bright	*brighter*	*the brightest*
new	*newer*	*the newest*

C. Adjectives of three or more syllables form their comparative and superlative by putting *more* and *the most* before the positive:

interesting	*more interesting*	*the most interesting*
frightening	*more frightening*	*the most frightening*

D. Adjectives of two syllables follow one or other of the above rules. Those ending in *ful* or *re* usually take *more* and *the most:*

careful	*more careful*	*the most careful*
obscure	*more obscure*	*the most obscure*

Those ending in *er*, *y* or *ly* usually add *er*, *est:*

pretty	*prettier*	*the prettiest* (note that the *y* becomes *i*)
holy	*holier*	*the holiest*
clever	*cleverer*	*the cleverest*

3. Irregular comparisons:

good	*better*	*the best*
bad	*worse*	*the worst*
little	*less*	*the least*
many	*more*	*the most*
much	*more*	*the most*
far	*further*	*the furthest* (extra, additional)
	farther	*the farthest* (distance)

3. *Use the correct form of the adjectives or adverbs in the parentheses:*

Papyrus was used .... (early) than paper. The .... (early) known date for the use of papyrus is 2300 B.C. The Chinese discovered how to

make paper much .... (late), but their discovery is one of the .... (important) in history. In 105 A.D., they had made a discovery which they guarded .... (carefully) than you can believe. But people usually find out even those secrets which are guarded the .... (good). Many other people discovered the secret and .... (much) and .... (good) paper was made than before.

■ 4. Voc. Practice

Use one of the following words or phrases in each of the blanks:

blazing — solar system — orbits — the closest to — astronomers — dust storms — brightly —

1. Father, doesn't the sun go around the earth?
   No, son, just the opposite. The earth ...... around the sun.
2. Why does Mars usually have an orange-red color?
   It may be because of the .... on it.
3. How many planets are there in our .... ?
   There are nine.
4. Which planet is .... the Sun: Venus, Earth or Mars?
   Venus is.
5. What do we call those who know something about the stars?
   We call them ....
6. What do we also know about some of the stars?
   We know that they shine more .... than the sun.
7. What is a star like?
   It is a ..... ball of hot gases and metals.

LESSON TEN

dialog

LOOKING UP A WORD

Reza: Amir, will you do me a favor[1]?

Amir: **By all means**, Reza. What is it?

Reza: Could you find the word "**synonym**" in this **dictionary** for me?

Amir: Aren't you able to **look** it **up** yourself?

Reza: No, I'm not. I looked under "*si*" and "*ci*", but I couldn't find it anywhere.

Amir: Of course not. It begins with "*sy*" Here you are, "*s-y-n-o-n-y-m*".

Reza: That was fast. How did you do it?

Amir: It was easy. Shall I teach you?

Reza: Yes, please do.

reading

USING A DICTIONARY

Leila: Mrs. Rod, I couldn't finish my lesson last night, because there were so many new words in it. I tried to use my dictionary, but it didn't help me very much.

Mrs. Rod: Maybe you haven't been using your dictionary correctly. Let me explain the things that a dictionary can tell you.

First of all, I hope you have been using an English - to - English dictionary. It's much better than an English-

[1] *favor* = *favour*



to-Persian dictionary. When you **look up** the meaning of new words in English, you **increase** your **vocabulary** much *more quickly*.

Now, there are seven main things that a dictionary can tell you: the spelling of a word, its pronunciation, **whether** it is a noun, verb, etc. its **irregular** forms, its meanings, some examples, and its synonyms. Let me explain each of these.

1. The dictionary shows you the correct spelling of a word, and whether it begins with a capital letter; for example "fire" and "fiery", "ate" and "eight", Lincoln, Iran, etc.
2. It shows you how many **syllables** there are in a word and how to **pronounce** it. Of course, you will have to learn a special **alphabet** to pronounce it correctly. Otherwise, you should pronounce the word as your teacher does.
3. It tells you what kind of word it is. As I said before, it might be a noun, a verb, an **adjective**, an **adverb**, **and so on**.
4. It tells you if a word has regular or irregular forms; for example, *work, worked, worked*; *"eat", "ate", "eaten"*; *"man", "men"*.
5. It tells you all the different meanings of a word. Remember that the meaning of a word usually depends on the *words around it*; for example, *"I got sick."* (I became sick.), *"I got home late."* (I arrived home late), and *"I got a letter yesterday."* (I received a letter yesterday).
6. A dictionary often gives you an example for each meaning, **such as** the ones I just gave you.
7. It often gives you other words which have similar meanings (synonyms), and sometimes words which have opposite meanings (**antonyms**).

GRAMMAR AND PRACTICE

Look at the following examples of HAVE BEEN + ING:

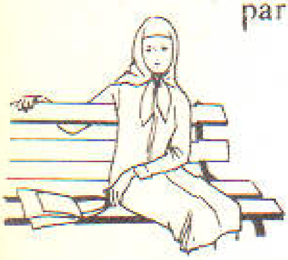
You haven't been using your dictionary.
I hope you have been using an English dictionary.
You have been thinking about it.
He has been studying since five o'clock.

NOTE: In all of these sentences an action has begun in the past and is still continuing at the present time. The duration of the action is emphasized.

Exercise I.A. *Look at the following pictures and complete the sentences.*

Example: That man .... walking .... for one hour.
That man has been walking in the park for one hour.





1. A .... sitting .... for half an hour.

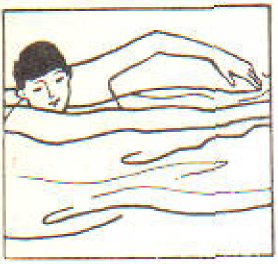
2. Amir's wife .... the whole afternoon.





3. Has he .... his lunch or his dinner?

4. Who .... this book?





5. He hasn't .... for more than half an hour.

Look at the following connectives:

He knows how to use a dictionary, and I do too.
He knows how to use a dictionary, and so do I.
He is a fast reader, and I am too.
He is a fast reader, and so am I.

He should increase his vocabulary, and she should too.
He should increase his vocabulary, and so should she.

He doesn't know how to use a dictionary, and I don't either.
He doesn't know how to use a dictionary, and neither do I.

You aren't pronouncing the word correctly, and I am not either.
You aren't pronouncing the word correctly, and neither am I.

Mary can't go to the Student Center tonight, and Jack can't either.
Mary can't go to the Student Center tonight, and

neither can Jack.

NOTES:
1. When DO, BE, SHOULD, etc. are used instead of the main verb, we call them "substitute verbs".
2. When we use a substitute verb, we shorten the sentence.
3. A comma is used before the connective.
4. The above sentences are compound sentences.

Exercise I.B. *Join the following sentences with the connectives in the parentheses:*

1. Mary finished the exam. Jack finished the exam. (and............ too)
2. Mary will finish the book. Jack will finish the book. (and so............)
3. Mary hasn't finished the book. Jack hasn't finished the book. (and .... either)
4. Mary doesn't finish a book every week. Jack doesn't finish a book every week. (and neither ....)
5. They are studying basic English. We are studying basic English. (and .... too)
6. Mina had chosen a comfortable chair. Ali had chosen a comfortable chair. (and so............)
7. David might not remember the alphabet. Susan might not remember the alphabet. (and .... either)
8. Amir mustn't take off his coat. Pari mustn't take off her coat. (and neither ....)
9. He wasn't looking up the new words. She wasn't looking up the new words. (and .... either)
10. Pari's hair was combed very nicely. Mary's hair was combed very nicely. (and so ....)

I.C. *Look at the following examples:*

You may guess the meanings of a few new words <u>if</u> you <u>try</u>.
He will look up the words in his dictionary <u>until</u> he <u>finds</u> all the synonyms.
I will give Amir the stamps <u>when</u> I <u>see</u> him tomorrow.
She will take off her raincoat <u>as soon as</u> the rain <u>stops</u>.

NOTES:

1. All the above sentences refer to future activities.
2. Use simple present tense to show future activities after such connectives as, if, until, when, as soon as, before, after, unless.

Exercise I.C. *Finish the following sentences:*

1. He will study physics after he .... (get home).
2. Mary eats lunch before she .... (do her homework).
3. I will go shopping unless it .... (snow) tomorrow.
4. The passengers will get on the bus as soon as it.......... (arrive).
5. You will not know his answer until you......... (see him) tomorrow.
6. We will understand the lesson better if the teacher......... (explain) it next week.
7. The students will stand in lines after the bell......... (ring).
8. They will pray before they .... (go to their classrooms).
9. He will run out of the room as soon as he .... (see his friend).
10. You should comb your hair before you.......... (have breakfast).

Exercise I.D. *Look up the following words in your dictionary. Tell (a) what kind of words they are and (b) what they mean.*

1. voice	4. sound
2. early	5. fast
3. clever	6. stop

TEST TWO

VOCABULARY:

Only one answer is correct. Choose the correct answer.

1. The ..... reads, "Keep off the plane."
   a. mark b. sign c. signal d. remark
2. A ..... gathered at the scene of the fire.
   a. crowd of b. group of c. crowd d. grouped
3. I answered his letter .....
   a. really b. hardly c. slowly d. immediately
4. As soon as he entered the room he ..... his hat and sat down.
   a. took up b. took for c. took off d. took over
5. Whenever he wants to play tennis he ..... his coat.
   a. takes off b. puts on c. takes on d. puts up
6. Would you like to join me at our ..... mosque near my house?
   a. distant b. far c. local d. long
7. Why don't you take a vacation and .....?
   a. work b. stand c. walk d. relax
8. The ..... sun is shining in the sky.
   a. gas b. fiery c. cold d. dark
9. Some satellites can ..... around the earth.
   a. stay b. stand c. orbit d. walk
10. A peson who studies stars, planets etc. is .....
    a. an actor b. a writer c. an astronomer d. a reader
11. I'll ..... to you I'm right.
    a. tell b. to say c. improve d. prove
12. These two houses are very .....
    a. rainy b. cloudy c. clothe d. close
13. "Sure" and "certain" are .....
    a. antonyms b. different c. synonyms d. not the same
14. "Good" and "bad" are .....
    a. synonyms b. antonyms c. not different d. the same
15. An echo is caused by a ..... of sound
    a. picture b. light c. reflection d. station

Structure I.

A. Change the sentences from active to passive and from passive to active.

1. He sent a letter to the principal.
2. Many people know his name.
3. Did he teach English last year?
4. Mina left her books on the desk yesterday.
5. The man put those books on the desk.
6. The picture was shown to me.
7. The ball was thrown through the window by him.
8. He is given some money by Mr Rad.
9. Farsi is taught by Mrs Irani.
10. The small airplane was flown by Farshid.

B. Make questions using WHAT, WHO, etc. for the underlined words.

which who whom whose why how
what when where how much

1. The wardrobe cost five hundred tomans.
2. The red armchair is mine.
3. He built a beautiful house in the woods.
4. I got my brother's eraser.
5. He found his lost son yesterday afternoon.
6. We drank a lot of coffee.
7. I met my teacher yesterday.
8. The teacher began to read the lesson first.
9. We took our trip by plane.
10. I wore warm clothes because it was cold.

C. Use the correct form of the words in the parentheses.

1. I usually write .... (few) letters than my sister.
2. We have .... (little) sugar than you do.
3. This exercise is .... (difficult) than the other one.
4. This restaurant has .... (good) food in Tehran.
5. This place has .... (bad) weather in Iran.
6. He speaks .... (carefully) than other students.
7. Shiraz is .... (far) from Tehran than Isfahan.

8. You speak English .... (well) than your sister.
9. Spaceships fly .... (fast) than airplanes.
10. Ali works .... (hard) than his brother.

D. Join the following sentences with the connectives in the parentheses.

1. Mina attended the class this morning. Parvin attended the class this morning. (both .... and)
2. He listened to my advice. He did what I had told him. (not only .... but also)
3. Our neighbor did not have a car. Our neighbor did not have a motorcycle. (neither .... nor)
4. I will study physics. I will study medicine. (either .... or)
5. She swept the room. She cleaned the room. (both .... and)

■ Structure II.

Change the sentences with the words in the parentheses:

1. They left the house. (.......... before the guests arrived)
2. She is sitting and watching TV. (.......... while we were sweeping the room)
3. The girl will listen to the radio. (.......... when I called her)
4. "Come back soon." (My mother asked me ....)
5. "Don't open the window." (She told me ....)
6. My cousin answered all the questions. (All the questions ....)
7. Mr. Smith teaches this class. (.......... by Mr. Smith)
8. The money was given to us by the grocer. (The grocer .... the money)
9. Lunch is prepared by the housewife. (The housewife ....)
10. Amir studies in our school. (.......... for three years)
11. Ali doesn't study in our school any more. (.......... for three years)
12. The sun is setting now. (.......... at six o'clock every day)
13. I helped my mother with the housework. (I didn't ....)
14. They had some difficulties in learning physics. (They didn't have ....)
15. He put the vase on the table. (Where ....)
16. I got Mary's book. (Whose ....)
17. We talked with our friends. (Whom ....)

18. She is going to buy the red blouse. (Which ....)
19. The nurse is taking care of three rooms. (How many ....)
20. I studied (very carefully) (all day yesterday) (in school) (I ....)

Structure III

*1. Make suitable combinations of the following using '**when**':*

1. I'll buy it	a. he comes.
2. We'll play tennis	b. you see him.
3. He'll telephone you	c. the rain stops.
4. She'll get your telegram	d. I have some money.
5. You'll remember him	e. she arrives.

2. "***until***":

1. Wait	a. the rain stops.
2. We can't play	b. the house is ready.
3. He'll stay in hospital	c. the bus stops.
4. You can't move	d. I get some money.
5. I won't be able to pay	e. he's better.

3. "***before***":

1. Let's go	a. you take it.
2. Look	b. you come?
3. I'll have to finish this work	c. you jump.
4. Will you telephone me	d. it begins to rain.
5. You'll have to pay for it	e. I go.

4. "***after***":

1. You won't be able to enter	a. the rain stops.
2. I'll pay you	b. the restaurants close.
3. He'll go to University	c. the class begins.
4. The sun will come out	d. he finishes school.
5. You won't be able to get a sandwich	e. he pays me.

*Complete with "**when**", "**until**", "**before**", "**after**":*

1. Come and see me ..... you leave.
2. Telephone me ..... you're ready.
3. I'll keep it ..... you want it.

4. You can't leave ..... the President leaves.
5. We'll stay here ..... you come back.
6. You'll have to study ..... you take the test.
7. Go on ..... you come to the corner.
8. Wash your hands ..... you sit down to lunch.
9. ..... you take the test, you'll have to wait for the result.
10. I'll do it ..... I have time.

■ Structure IV.

Only one answer is correct. Choose the correct answer.

1. I haven't got a chair ————.
 a. to sit b. for to sit
 c. to sit on d. for sitting
2. Last month my wife ———— a car.
 a. wanted to buy b. wanted buying
 c. liked to buy d. liked buying
3. You can have it if you promise ———— me to the seaside now and again.
 a. taking b. bringing
 c. to take d. to bring
4. Farhad drinks ———— tea.
 a. any b. none
 c. too many d. so much
5. ———— are very kind.
 a. Both of them b. Both they
 c. Both them d. The both
6. In a shop ———— customers.
 a. it is important pleasing b. it is important to please
 c. there is important pleasing d. there is important to please
7. What time does the train ———— Kerman?
 a. go away to b. go away for
 c. leave to d. leave for
8. He likes going to school, and ————.
 a. so do I b. so go I
 c. so I like d. so I am
9. Aren't they friends ————?
 a. of you b. of yours
 c. to yours d. to you

10. This doesn't look like my book, it must be ———— .

a. your
b. you
c. yours
d. yourself

11. ———— a long time since I was to Minab.

a. There is
b. It is
c. There was
d. It was

12. I ———— that you are wearing your best clothes.

a. am seeing
b. see
c. am seen
d. saw

13. A few days later while I ———— bed, someone telephoned.

a. was still in
b. still was in
c. was still in the
d. still was in the

14. Tell ———— back tomorrow.

a. Ali to come
b. Ali come
c. to Ali to come
d. to Ali come

15. Is that the man ———— yesterday?

a. you've met
b. has met you
c. you met
d. met you

Mini Comprehensions

1. Two fathers and two sons leave a village, and this reduces the population by three.
   How is this possible?

2. A big Italian and a little Italian are eating spaghetti in a restaurant. The little Italian is the big Italian's son, but the big Italian is not the little Italian's father.
   Who is the big Italian?

3. Mr Brown, Mr Green and Mr Grey are wearing brown, green and grey ties. But not one of them is wearing the colour of his name.
   Mr Grey is wearing a brown tie.
   What colours are the others wearing?

Irregular Verbs

Present	Past	Past Participle
be (am / is / are)	was / were	been
beat	beat	beaten
bear	bore	born
become	became	become
begin	began	begun
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

Present	Past	Past Participle
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten / got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt / learned	learnt / learned
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read	read	read

Present	Past	Past Participle
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
spell	spelt / spelled	spelt / spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

Word List

A

ablution (perform) وضو گرفتن
accident حادثه
across از این سو به آن سو
actor هنرپیشه مرد
actress هنرپیشه زن
add اضافه کردن، افزودن
age سن، عصر
alarm clock ساعت شماطه‌ای
alimentary canal لوله گوارش
alphabet الفبا
already پیش از این، قبلاً
although اگرچه، گرچه، هرچند، با اینکه
a.m قبل از ظهر
anatomy تشریح
antonym متضاد
appointment انتصاب
artery سرخرگ
as if مثل اینکه
assignment تکلیف، تکلیف مدرسه
assistant معاون، دستیار
astronomer ستاره‌شناس
astronaut فضانورد
astronomy علم نجوم، ستاره‌شناسی

B

Bachlor of Arts لیسانس در یکی از رشته‌های علوم انسانی
because زیرا، چونکه
before در حضور
below زیر، پایین
beside پهلوی
between مابین، بین
biology زیست‌شناسی
birthday روز تولد
(a) bit کمی، ذره‌ای
blazing فروزان، شعله‌ور
blood خون
bridge پل
brilliant برجسته، بسیار خوب
buffet بوفه
bump برخورد کردن
burning room اتاق در حال اشتعال

C

capillary مویرگ
captain ناخدا
capital letter حرف بزرگ
capture تسخیر کردن
careless بی‌دقت
catch گرفتن
catch up رسیدن به
cause سبب شدن
ceiling سقف
celebrate جشن گرفتن
center مرکز، کانون

certain	مسلم، قطعی
channel	کانال، جوی، نهر
cheif	رئیس
cherry	آلبالو
chew	جویدن
circulate	حرکت دورانی داشتن
clerk	فروشنده، کارمند
cliff	صخره، پرتگاه
close	نزدیک
coach	مربی ورزشی
collect	جمع‌آوری کردن
collection	مجموعه
connect	وصل کردن، مربوط کردن
be connected to…	متصل بودن به…
connection	اتصال، پیوستگی
consist	شامل بودن، عبارت بودن از
convert	برگرداندن، تبدیل کردن
counter	پیشخوان
crowd	ازدحام، شلوغی
cube	مکعب، چیزی بشکل مکعب
custom	رسم
customer	مشتری

D

deal with	به کاری پرداختن، سرگرم کاری شدن
decrease	نقصان یافتن، کم کردن، کم شدن
defend	دفاع کردن
degree	درجه، رتبه، پایه
describe	توصیف کردن، شرح دادن
digest	هضم کردن، هضم شدن
digestion	هضم، گوارش
direction	سمت و جهت
distance	فاصله، مسافت، دوری
do one's best	حداکثر کوشش را کردن
drop	افتادن، چکیدن
dust	غبار

E

earth	زمین، خاک، کره زمین
echo	انعکاس صوت، پژواک
effort	کوشش، جد و جهد
end	پایان، به پایان رساندن
English Channel	کانال مانش
entirely	کاملاً، کلاً
envelop	پاکت نامه
equipment	وسیله، تجهیزات
especially	بویژه، مخصوصاً
exclaim	از روی تعجب فریاد زدن
explore	کشف کردن
exploration	اکتشاف، جستجو
extra	اضافی، فوق‌العاده

F

fall	افتادن، پایین آمدن
fame	شهرت، آوازه
famous	مشهور، نامور
farther	دورتر
fiery	آتشین
finder	یابنده
finest	بهترین
flood	طغیان کردن، سیل گرفتن، سیل
flour	آرد
foreigner	خارجی
form	شکل، صورت، تشکیل دادن
fortunately	خوشبختانه
frighten	ترساندن
be frightened	ترسیدن

function عمل، وظیفه، عمل کردن
further بیشتر، بعلاوه

G

gas گاز
gate دروازه، مدخل
generally معمولاً، بطور کلی
get out بیرون رفتن
get tired of خسته شدن از
grade نمره
Greek یونانی
groan ناله کردن، با ناله گفتن
guard نگهبان، پاسدار
gullet نای، گلو

H

had better بهتر است
hall سالن
hang آویزان کردن
Hinduism هندو
history تاریخ
hit ضربه خوردن، زدن
holiday تعطیلی
hollow مجوّف، توخالی
honest امین، درستکار
horse اسب

I

iceberg کوه یخ (شناور)
imagination تصور، قوّه تصوّر
immediately فوراً
improve بهتر کردن، پیشرفت کردن
increase افزودن، زیاد کردن
India هندوستان
inner درونی، داخلی
inside داخل، درون
instruction راهنمائی، آموزش، دستور
intestine روده
invention اختراع
invite دعوت کردن

J

juice عصاره

K

keep away from ... دوری کردن از...
keep off فاصله گرفتن، نزدیک نشدن
kitchen آشپزخانه

L

lamp – post تیر چراغ برق
layer لایه
leave out جا انداختن
lecture سخنرانی، سخنرانی کردن
lemon لیمو
less کمتر
lie (lay-lain-lying) قرار گرفتن
life time مادام‌العمر
liver کبد
local محلی، محل
look up پیدا کردن (لغت)
loss فقدان
lower پایین‌تر
lucky خوش‌شانس، خوش اقبال

M

main عمده، اصلی
material مطلب، مواد لازم

mean	معنی دادن، منظور و منصود خاصی داشتن
by all means	البته، با کمال میل
means	وسیله
by means of	به وسیله
measure	اندازه، اندازه گرفتن
metal	فلز
method	متد، روش
middle	میان، وسط
moment	لحظه
mouth	دهان
muscle	ماهیچه

N

narrow	باریک
national	ملی
nourishment	مواد غذایی، تغذیه
nowadays	امروزه
no wonder ...	تعجبی ندارد

O

ointment	پماد
opening	شکاف، روزنه
opposite	متضاد
orange-red	قرمز مایل به نارنجی

P

package	بسته، بسته‌بندی
pancreas	لوزالمعده، پانکراس
particular	مخصوص، ویژه
passenger	مسافر
pavement	پیاده‌رو
pay	پرداختن
pay attention	توجه کردن
per	در
perhaps	شاید
perform	انجام دادن، بجا آوردن
per hour	در ساعت
pharmacy	داروخانه
physician	پزشک
pick up	برداشتن، چیدن
pill	قرص (دارو)
pipe	لوله
planet	سیاره
population	جمعیّت
p.m.	بعدازظهر
practice medicine	طبابت کردن
principal	رئیس
process	مرحله
promise	قول دادن، پیمان بستن
pronounce	تلفظ کردن
pronunciation	تلفظ
protect	حمایت کردن، نگهداری کردن
prove	ثابت کردن، اثبات کردن
publish	چاپ کردن، منتشر کردن
purse	کیف پول، کیف دستی زنانه
pyjamas	پیژامه، لباس خواب مردانه

R

radar	رادار
raisin	کشمش
reflect	منعکس کردن
relation	وابستگی، ارتباط
relax	تمدید اعصاب کردن
religion	مذهب
remainder	پس‌مانده، باقی‌مانده
remark	توجه، اظهار
report	گزارش دادن، گزارش

require	لازم داشتن
reward	پاداش، انعام
row	ردیف، صف

S

safe	ایمن، سالم
Sari	نام لباس محلی هندوستانی
satellite	ماهواره
scene	منظره، چشم‌انداز، صحنه
screen	پرده سینما
seacoast	ساحل دریا
secret	نهان، سری، مجهول
send out	صادر کردن
separate	جدا کردن، جدا
shelf	قفسه
short-cut	میان‌بر
shout	فریاد
side	طرف، سو
sign	علامت، تابلوی اعلان
silence	سکوت
slide	شیشه مخصوص فیلم (اسلاید)
smile	لبخند زدن
so far	تاکنون، تا اینجا
solar system	منظومه شمسی
sound	صدا
spaceship	سفینه فضایی
speed	سرعت
spell	هجی کردن
spring	بهار، چشمه، از جا پریدن
stair	پله، نردبان
star	ستاره
step	گام، وضع راه رفتن
stick out	جلو آمدن
stomach	معده، شکم
stone	سنگ
storm	طوفان، انقلاب جوی
storyteller	داستانسرا
studio	هنرکده، کارگاه
such as	از قبیل
sum	حاصل جمع، مبلغ
surface	سطح، رویه
surgery	جراحی
surround	احاطه کردن
swallow	بلعیدن، قورت دادن
syllable	هجا، سیلاب
synonym	واژه مترادف، هم‌معنی

T

take for	کسی یا چیزی را بجای کس دیگر گرفتن
take off	درآوردن لباس
take over	جانشین کسی شدن
take up	برداشتن
telescope	تلسکوپ
temperature	درجه گرما
term	مدت، دوره، ثلث تحصیلی
theory	اصول نظری، فرض علمی
throw out	دور انداختن
tiny	ریز، خرد
truthful	راستگو، صادق
tube	لامپ لوله‌ای مخصوص عبور الکترونها
turn on	روشن کردن، بجریان انداختن
typical	نمونه واقعی

U

upper	بالائی

V

vacation	تعطیل، بیکاری
valley	دره، میانکوه
vein	ورید، سیاهرگ
verse	شعر، نظم
vessel	رگ، مجرا
victory	پیروزی
villi	زائده‌های ویلی مخملی شکل در معده
vocabulary	لغت، معانی لغات

W

warn	آگاه کردن، آگاهانیدن
wave	موج، خیراب
western	غربی
whenever	هر زمان
will	اراده، قصد، خواست
wooden	چوبی
world	جهان
worth	باارزش
be well worth	ارزش داشتن